



Trauma-Informed Approaches to Medical Student Advising: A Pilot Workshop for Medical Student Advisors

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A Trauma-Informed Approach to Medical Student Advising

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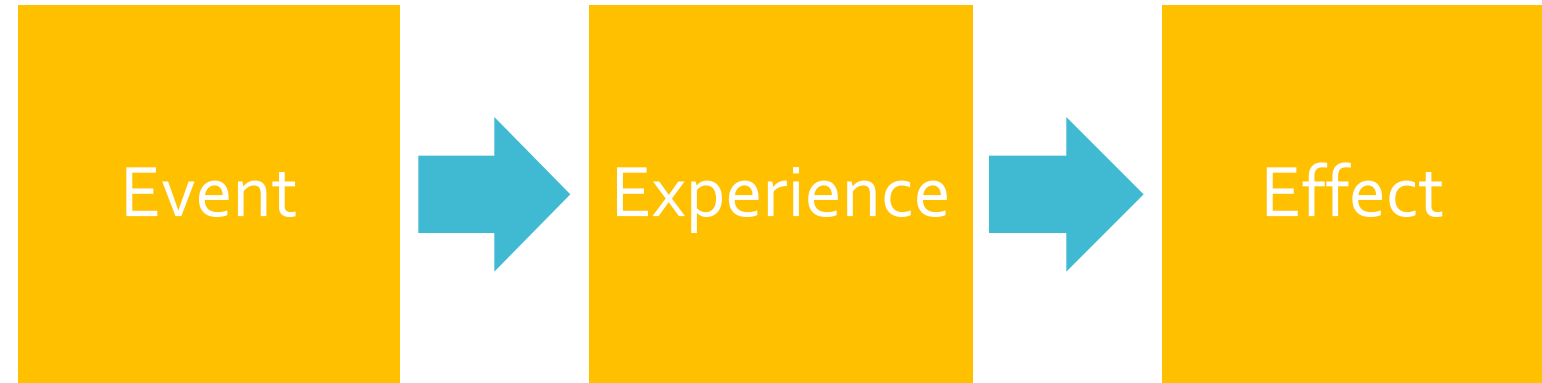
Agenda

- PRE Survey (5 min)
- Introduction to student adversity and trauma-informed advising (5 min)
- Case: Approach to a student with professionalism concerns (5 min)
- Discussion/Debrief (10 min)
- POST Survey (5 min)

Learning objectives

- Define trauma and adversity and understand how medical students may be affected
- Learn how to apply the six principles of a trauma-informed approach during advising encounters
- Identify two trauma-informed resources to support students with traumatic experiences

What is trauma?



The Substance Abuse and Mental Health Services Administration (SAMHSA) defines trauma as "an **event**, series of events, or set of circumstances that is **experienced** by an individual as physically or emotionally harmful or life threatening and that has lasting adverse **effects** on the individual's functioning and mental, physical, social, emotional, or spiritual well-being."

Socioecological model of trauma and adversity

Violence & Abuse

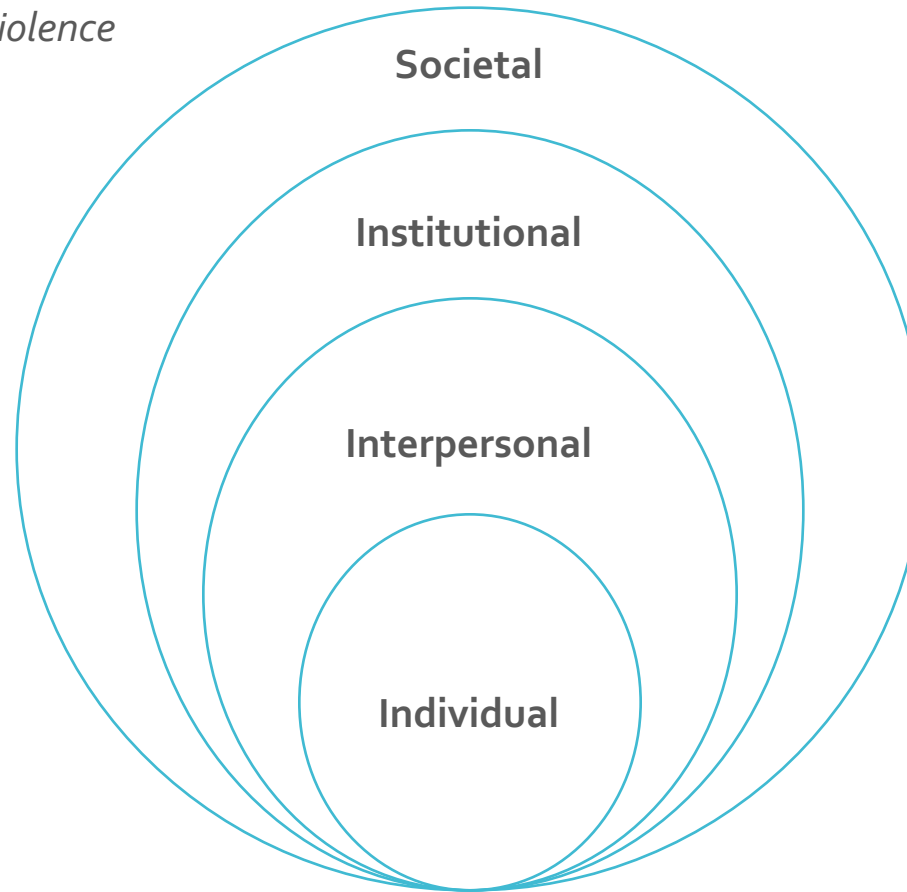
Adverse Childhood Experiences
Intimate partner violence
Sexual violence
War & Terror
Gun violence
Slavery

Discrimination

Sexism
Racism
Ableism
Ageism
Homophobia
Transphobia
Islamophobia

Physical trauma

MVCs
Falls



Social Determinants of Health

Homelessness
Food insecurity
Economic instability
Substance use

Natural Disasters

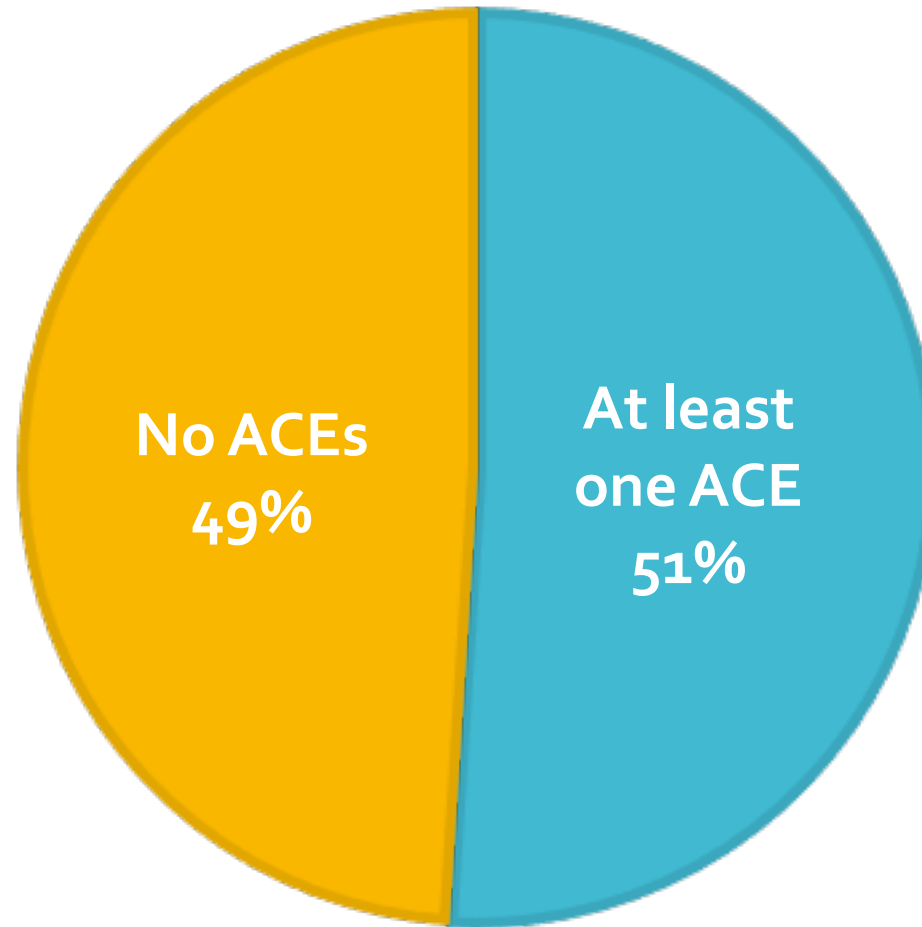
Earthquakes
Hurricanes

Medical Trauma

Hospitalizations
Death & dying
Medical error
Procedures
Implicit bias

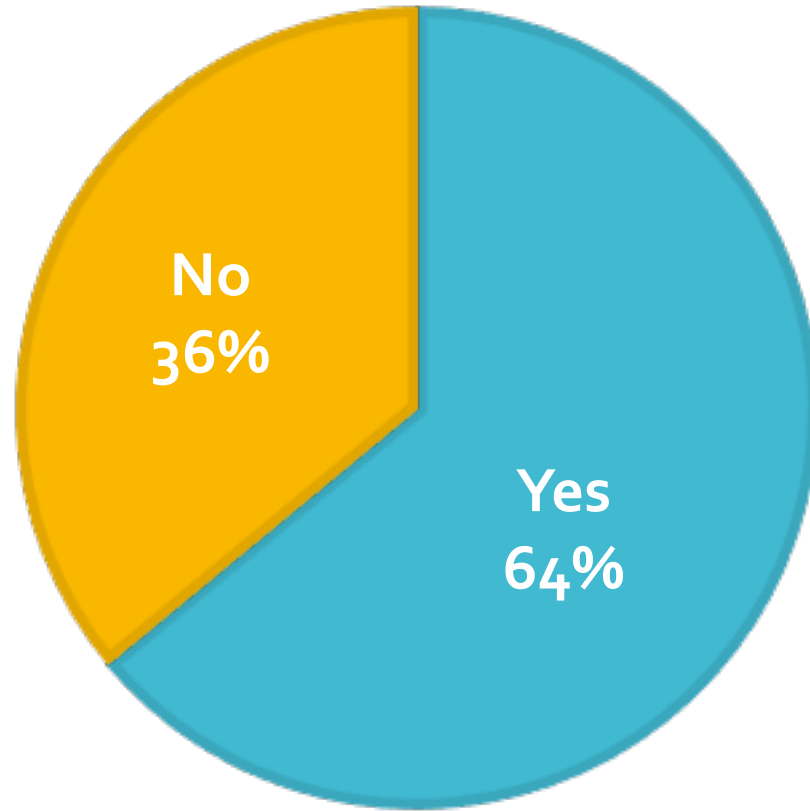
Medical student exposure to adverse life experiences prior to matriculation

ALL MEDICAL STUDENTS

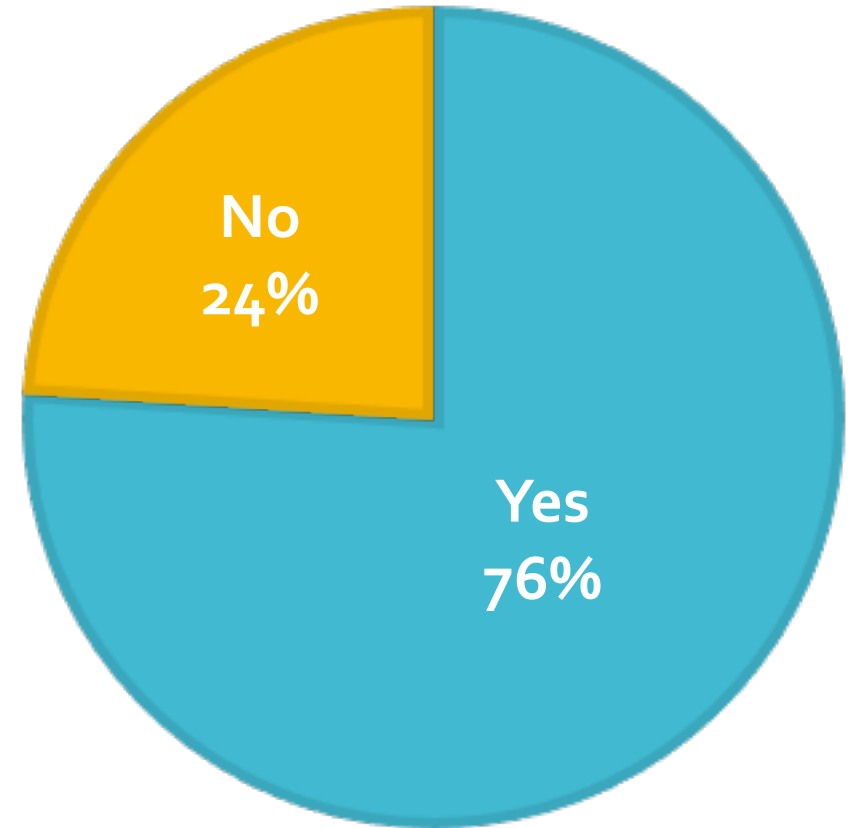


Student mistreatment during clerkship years

FROM AN ATTENDING

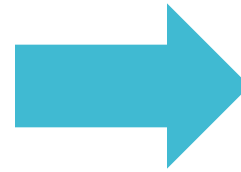


FROM A RESIDENT



Paradigm shift

What is wrong
with you?



How has what
happened to you
affected you?

SAMHSA'S Six Principles

Safety

Trustworthiness
& Transparency

Peer Support

Collaboration &
Mutuality

Empowerment,
Voice & Choice

Cultural, Historic
& Gender Issues

Wellness Cases: Approach to the student with professionalism concerns

15 min

Part 1:

A student has been absent without explanation several times on their recent clerkship. The clerkship directors are concerned about the student's professionalism and you have asked the student to come in to discuss their absenteeism.

Questions to ponder (5 min)

- How might the student be approaching the meeting?
- How should we approach the meeting?
- What are some things we can do to make the student feel safe and foster trust?
- How may the student's peers be an asset? A hindrance?
- How might we change our approach for students of different identities, backgrounds, and experiences?

Part 2:

Safety	
Trustworthiness and Transparency	
Peer Support	
Collaboration and Mutuality	
Empowerment, Voice, and Choice	
Cultural, Historic, and Gender Issues	

Part 2:

Safety	<ul style="list-style-type: none">• Explicitly discuss the limits of confidentiality• Ensure that the student is not at immediate risk for harm
Trustworthiness and Transparency	<ul style="list-style-type: none">• Be honest about why the student is being brought in• Be honest about what your responsibilities are and what the student's responsibilities are• Be honest about what you can and cannot do for the student
Peer Support	<ul style="list-style-type: none">• Explore the student's peer support network• Suggest strategies the student can use to enhance their connections with peers
Collaboration and Mutuality	<ul style="list-style-type: none">• Ask the student how you can be of help• Elicit help from others when appropriate
Empowerment, Voice, and Choice	<ul style="list-style-type: none">• Elicit the student's narrative• Explore different options for how to proceed• Engage in shared decision making when possible
Cultural, Historic, and Gender Issues	<ul style="list-style-type: none">• Recognize how race, gender and gender identity, immigration status, class, and sexual orientation (among other things) may be impacting the student's situation

Debrief (10 min)

- What are some feelings or thoughts that arose during this workshop?
- Have you had experiences like this before? What went right? What could have gone better?
- Are there questions you still have or things you want to learn more about?

Trauma- Informed Resources for HMS Students

- **Harvard Resources**
 - HUHS - **Counseling and Mental Health Services (CAMHS)**
 - There are six providers in Longwood: three psychiatrists and three non-MD psychotherapists (one PhD, two LICSWs).
 - [Patient portal](#) to set up an initial consult (by phone or in person).
 - Following the intake interview, in-person appointment can be made with a CAHMS provider.
 - **Let's Talk** (Countway Library, Thurs 3:45-5:00PM)
 - **iHope network:** <http://www.ihopenetwork.com>
 - **OSAPR** (Office of Sexual Assault and Prevention Resources)
 - **Title IX** coordinator: José Martinez:
jose_martinez@hms.harvard.edu
 - Harvard Chaplains
- **Resources in the Community**
 - BARCC (Boston Area Rape Crisis Center)
 - Victims of Violence Program at CHA
 - Violence Recovery Program at Fenway

Thank you!

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